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ABSTRACT

This paper examines the charismatic behaviors and traits entering graduate students bring to their training as future educational leaders and explores the differences in gender, age, marital status, position held, and sibling ranks of entering graduate students regarding charismatic behaviors and traits. The exploratory descriptive study examined two groups totalling 85 students enrolled in an introductory leadership course at a medium sized midwestern university. The primary instrument used was the 30-item Charisma Potential Scale administered after students had completed an educational session involving a discussion of charismatic leadership and an examination of charismatic traits of famous leaders. It was concluded that: (1) entering master students choosing to become educational leaders possess identifiable charismatic behaviors and traits; (2) there are no significant differences in charismatic behaviors and traits by individual gender, job position, and sibling ranks; and (3) age factors can influence charismatic behaviors and traits of the individual since younger individuals tended toward higher charisma potential scores. Contains 13 references. (GLR)

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CHARISMATIC BEHAVIORS AND TRAITS OF FUTURE EDUCATIONAL LEADERS

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Charismatic Behaviors and Traits of Future Educational Leaders

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The objectives leading this investigation are two-fold: (1) to identify the charismatic behaviors and traits entering graduate students bring to their training as future educational leaders; and (2) to explore differences in gender, age, marital status, position held, and sibling ranks of entering graduate students regarding charismatic behaviors and traits.

Theoretical Framework

The present study was based on the assumption that charisma is equivalent to human expressiveness. Friedman et al. (1980) study on nonverbal communication of emotions represents the foundation for this assumption. Using data collected from leaders of diverse settings, it was found that charisma relates to nonverbal expressiveness. The subjects perceived to be charismatic smiled more, spoke faster, pronounced words more clearly, touched people during greetings, and used body gestures more frequently.

Charisma equates with human expressiveness. Nonverbal movements, gestures, physical attractiveness, vocal inflections seem to be some of the traits used by charismatic leaders to lead, inspire, influence, or captivate followers. Very expressive individuals provoke excitement in others. However, the literature does not register data on this issue.

Human expressiveness is as old as the art of leading. Jesus is historically examined as a charismatic leader whose temper, personality, and communication skills were highly developed and adjusted to the situation he lived. His expressiveness made him an individual with charisma. Joy, emotions, sadness, happiness, empathy are part of the undefined concept of expressiveness. What we see and perceive in others is what we report as expressiveness. In fact, what people seem to see and accept as charismatic behaviors constitutes their perception of that behavior. The case is that individuals around the world holding a variety of positions, confronting socioeconomic issues in a day-to-day basis may not know how expressive they are and; therefore, how charismatic they are perceived. Even more, they fail to recognize the advantages of using expressiveness to reach their wishes and desires.

Charisma and/or human expressiveness imply (1) inborn vision and genuine attraction, (2) accomplishments of outcomes through changes caused by the discrepancies between the status quo and leader's vision, (3) innate motivation to lead, (4) natural ability to lead, and (5) misusing leadership toward negative actions. The legitimacy of charismatic behavior involves both leader personality and ability to communicate his or her vision.

In the past the definitions of charisma focused on followers perception of the leaders as possessing a certain extraordinary gift (Dow, 1969; Weber, 1947). Charisma may inspire in others (followers) unquestioning loyalty and devotion (Bass, 1985).

Charisma is a phenomenon attributed to the leaders' behavior by their followers (Conger & Kanungo, 1987). The current trend in research studies in the area of charisma indicate that it is neither a gift from God nor an innate skill. In general, the literature in charisma reflects three personal characteristics of charismatic leaders: high levels of confidence, dominance, and strong personal conviction on their actions (House, 1976).

Charisma is believed to result from follower perceptions of leaders qualities and behavior (Conger & Kanungo, 1987; Yukl, 1989). Recent researches have expanded the concept of charisma that inspire others by combining personality, social skills and interaction, emotional expressiveness, physical attractiveness, personal expressive style, and nonverbal communication of emotions (Friedman et al, 1980; Friedman & Riggio, 1981; Friedman, Riggio & Casella, 1988). On the contrary, some other researches separate personal expression styles from nonverbal emotional communication. In this sense, Allport and Vernon (1933), and later Allport (1961) implied that the ways we do things (rather than what we do) were behavioral factors of personality. In this study, expressiveness deal with the way we do things that inspire or lead others to follow.

Expressive people are unconventional. Showing off what they are and how they are is part of those nonverbal emotional communication what makes them charismatic. It seems to be difficult for charismatic\expressive people to hide their emotions, to be cold, not to move,; in other words, being neutral

is a hard task for expressive people whose nonverbal emotional communication spring naturally.

Study Design and Methods

Research Design The present study can be characterized as an exploratory descriptive study. In examining differences between the two groups, Fall 91 and Winter 92 entering Educational Leadership master's students, a non-experimental, survey research design was utilized. Participation in the study was voluntary.

Subjects The sample consisted of 85 students (37 male, 48 female) enrolled in an introductory leadership course at a medium size midwestern university during Fall 91 and Winter 92 semesters. The ages of the sample ranged from 22 to 53, with the mean age being 33. Sixty (70.6%) were married, 22 (25.9%) never married, and 3 (3.5%) were divorced. Twenty-two (25.9%) were school administrators, 35 (41.2%) were holding teaching positions, 7 (8.2%) held teaching and administrative positions, and 20 (23.5%) had jobs unrelated to education. Thirty percent of the subjects were the first child and twenty-six percent were the only child.

Instrumentation The primary instrument used in this study was a 30-item Charisma Potential scale designed by R.E. Riggio (1988). The respondent discriminates between structured statements on a continuous scale from "Not Like Me" to "Just Like Me". A 0 means the statement is not like the respondent at all. A 4 indicates the statement is very much like the respondent. Riggio (1988)

identified six components distinguished in the instrument as charisma potential: (1) emotional control, (2) social expressiveness, (3) social sensitivity, (4) social control, (5) emotional expressiveness, and (6) emotional sensitivity. Some of the features described as part of these components are facial expression changes, voice tone variations, sensing others' feelings, body gestures, speaking skills, listening skills, careful observer, and social acting.

The individual respondent scores obtained on the questionnaire measuring the dependent variable were used as the unit of analysis. The scoring of the charisma quotient was determined by summing up the individual scores for each item. A total score falling between 120 to 95 is defined as having a very high charisma potential. The scores between 94 to 78 mean having charisma potential, being charm. A subject scoring between 45 to 77 possess an average charisma potential. All scores below the previous numbers shows that the subject needs some work on his\her social skills. As desired, this 30-item scale led to the responses of items that asked for human expressiveness translated into nonverbal communication of emotions. Some examples of these items are: "I have often been told that I have expressive eyes," "People immediately know when I am angry or upset with them," "When telling a story, I usually do a lot of gesturing to get my point across."

Procedures During the first class session, students supplied demographic information. The students were asked whether or not

they were initiating in the master program. Those who had more than one semester already in progress were eliminated from the sample. Previous to the data collection process carried out in five courses of **Introduction to Educational Leadership**, the topic of charismatic leadership was discussed. As a part of class activity, a list of world-wide leaders was given to classify between a leader behavior and a leader charismatic trait. The students were explained that in manifesting a behavior, the leader should show an observable or tangible action influencing others. In other words, the definition for charismatic behavior concentrates its attention to any observable behavior in a particular individual whose natural attraction and perceivable attitude is accepted and followed when she or he succeeds in changing the given conditions in others' behaviors. This construct; therefore, sees behavior as the dominant attribution. A **charismatic trait** was defined by using only one qualifier that may identify the leader immediately. In this activity the leaders examined were George Bush, Fidel Castro, Ghandi, J.F. Kennedy, Saddam Hussein, Margaret Thatcher, Evita Peron, Michael Gorvachov, Hitler, and Martin Luther King.

The Charisma Potential test was administered at the end of the session. Students not participating were asked to leave the room. Upon completion of the survey, the respondents scored it and identified their charisma potentials according to the given scale. Next, additional information was provided on how to

understand the score, what it means, how to obtain it, and how to use it.

Findings and Conclusions

This study was based on the assumption that entering EDLD master students bring some charismatic behaviors and traits with them expressed in their desires of becoming organizational leaders. Students's conception about charisma was discussed and a definition of charisma was requested as part of class activity. It was perceived that students' conception of a charismatic leader is profoundly confused and speculative in nature. Handwritten definitions were collected and grouped into categories. Four characteristics were detected: physical attractiveness (38%), special human qualities (26%), manipulative behavior (18%), and great personality (18%). Table 1 shows a list of charismatic traits and charismatic behaviors identified by the five courses of Introduction to Educational Leadership grouped by semesters Fall 91 and Winter 92.

Table 1

Charismatic Traits and Behaviors of World-Wide Leaders (Fall 91 and Winter 92)

Leader	Behavior	Trait
George Bush	Decisive authority	Skilful
Fidel Castro*	Strong discourse	Powerful
Mohammed Ghandi	Ability to inspire	Humble
Michael Gorvachov	High need for change	Visionnaire

Cont. Table 1. Charismatic Traits and Behaviors

Leader	Behavior	Trait
Hitler	Rhetorical ability	Fearless
Saddam Hussein*	Opposed to status quo	Sharp
J. F. Kennedy	Motivation to lead	Seductive
Martin Luther King	Inspiring discourse	Romantic
Evita Peron*	Build confidence	Sentimental
Margaret Thatcher	Ability to command	Stubborn

To help orient the participant, a list of tangible actions (charismatic behaviors) and qualifiers (charismatic traits) were submitted to each one. They were asked to choose only one of each list. The results are shown in Table 1 which resumes the majority of the alternatives chosen. It is important to indicate that leaders such as Fidel Castro, Sadam Hussein, and Hitler were not identified as leaders, but dictators. A large number of students could not identify Evita Peron, the former first lady from Argentina. Instructions were again redefined. In general, entering EDLD master students showed difficulty in separating a behavior from a trait. The findings in this activity seem to be congruent with the confusing literature on charisma.

Descriptive Statistics of the Sample

Means and standard devistions were calculated for a number of variables used in this study. These descriptive statistics, shown in Table 2, contain information from both academic periods.

Table 2

Descriptive Statistics for Charismatic Scores

(Fall 91-Winter 92)

	Fall 1991 N=49		Winter 1992 N=36	
Variables	Mean	SD	Mean	SD
Gender				
Female	83.78	11.05	83.76	10.56
Male	74.95	11.81	83.87	12.73
Age	79.82	11.93	83.80	11.51
Marital Status				
Married	77.69	6.35	83.92	12.47
Single	84.92	8.76	84.4	8.94
Divorced	86.5	.50	75.0	.00
Position				
Administ.	77.62	9.09	83.0	10.89
Teaching	82.52	12.27	81.92	13.84
Both	81.67	10.87	91.5	2.29
Other	78.73	10.80	84.11	8.86
Siblings				
First Child	79.46	9.86	79.08	11.96
Second/Third	81.85	12.41	84.18	10.99
Only	71.7	13.34	88.58	9.2
Overall Score	81.51	12.16		

The descriptive results revealed that 21.8% of the 85 subjects indicated a very high charisma potential, 52.9% showed having charisma potential, and 35.3% reported an average charisma potential. Females of both groups showed higher scores than males. Also, single subjects seemed to have higher charisma potential than married ones. The mean scores estimated for subjects holding both administrative and teaching positions were reported slightly higher than the other positions. Apparently,

second or third child's charismatic mean scores are higher in both semester than the other siblings.

Sex Differences

Consistent with sex roles and previous research, there is very little evidence that females are slightly more charismatic than males (Friedman et al. 1980, 1988). In this study, it was hypothesized that entering EDLD master female students were more likely to possess charismatic traits than EDLD male students. In the sample of 37 males and 48 females, the mean scores were 78.5 and 83.7, respectively, $t(83)=1.9$, $p< .05$; $r=.05$ (all p values are for two-tailed tests). Thus, results are consistent with research showing slightly more charisma for females and provides some further evidence for this particular individual characteristic.

Academic Period

Although no literature evidence were found regarding this variable, this study tends to believe that either group of entering EDLD master students will be different from each other. However, findings showed that, although the mean scores were 79.8 (Fall 91) and 83.8 (Winter 92), respectively, $t(83)=1.51$, $p <.13$. Thus, results are congruent with the null statement of no differences in regard to charismatic traits possibly detected in both Fall 91 and Winter 92 groups.

Age

It was predicted that age would tend to be a determinant factor interrelated to the charisma potential as measured by a

particular score that each subject performed. Unexpectedly, the charisma potential of each subject was not correlated to the individual's ages. A very low negative correlation of r= -.05 between age and charisma potential showed no striking or significant differences. Descriptively, the study found students in ages below 37 years earned the highest charismatic potential scores which indicate having a high combination of social skills. By contrast, students in their 40's and above scored an average of 85 out of 120 possible points which confirmed having an average of charismatic potential.

Marital Status

As expected, there were found no differences among three groups identified as married, single, and divorced regarding charismatic traits. Table 3 presents the summary of ANOVA for the variable marital status.

Table 3

Summary of ANOVA for Marital Status

Source	D.F.	MS	Fratio	Fprob*.
Between Groups	2	157.81	1.06	.35
Within Groups	82	147.50		

p >.05

Analysis of variance results indicated that charismatic traits scores for the three groups were not significantly different ($F = 1.06$; $df = 2,82$; $p > .05$). Overall, the measures analysis suggested that marital status is not related to the charismatic traits an individual has.

Position Held

An examination of the null statement ruling this variable indicated that it was correct. No differences were detected among administrative, teaching, or both job positions held by entering EDLD master students and charismatic traits. Analysis of variance results showed that the three groups did not differ significantly ($F = .78$; $df = 3, 80$; $p > .50$). Expressiveness equated to charisma potential is seen as a prime feature for people whose occupation is closely related to social interaction (Friedman et al., 1980). Subjects of this study held administrative and teaching positions which may be categorized involving working with and influencing people. The testing of expressiveness by using a reliable instrument such as Charisma Potential showed that EDLD master students who teach and administer had the highest mean among the four groups ($X = 87.28$). The occupation of teaching and administration both imply high interaction with others. Friedman et al. (1980) hypothesized that the interaction with others is high among expressive people and concluded that "the ability to inspire or captivate others is important to various occupations particularly, such skills seem important for effective leadership and teaching (p.339)."

Sibling Ranks

Birth order has been studied considerably with respect to educational variables such as abilities (Koch, 1954), achievement (Kessler, 1991), occupational and vocational (Gandy, 1973; Scott,

1989), fear of success (Ishiyama, 1990). The literature has been supportive of the first born and the only born being more successful than later born. No evidence of research in charisma and sibling ranks was found. In this case, it was predicted that older born was more likely to perform high scores in the Charisma Potential instrument than the other siblings. However, an analysis of variance was conducted and it was found that no significant differences are shown in the three groups examined (see Table 4).

Table 4

Summary of ANOVA for Sibling Ranks

Source	D.F.	MS	Fratio	Fprob.
Between Groups	2	85.75	.54	.58
Within Groups	76	156.82		

p >.05

The ANOVA for the sibling ranks showed that being first born, second or third, or the only child indeed not make any difference ($F = .54$; $df = 2,76$; $p > .58$) in the charisma potential exhibited.

Discussion

In fact, the literature concerning charismatic leadership seems to agree that the charismatic leader exercises influences on the followers by either specific set of personal traits he/she possesses or by the behaviors and or actions manifested in a particular situation. The charismatic behaviors of some world-wide known leaders entitled as charismatic have been consistent.

For instance, commitment, patient, insistent, nonviolence attitude, oratorical restraint, strong voice, direct speech, integrity, sex-appeal, self-confidence, communicative, risk taker, authentic, fighter, organizer, and decisive. These behaviors have been expressed by charismatic leaders in particular events. None all behaviors are good for all situations. To give practicality and a sense of reality to it, the individual and environment interact and establish dynamic and harmonic relations contributing to develop an individual's behavior. In this study, charisma is seen as human expressiveness translated into nonverbal emotional communications manifested by a particular individual. What followers perceive and see in their charismatic leaders are the nonverbal communication of emotions which invite them to be inspired, provoked, captivated, and led.

A charismatic leader is likely to emerge in organizations which is in a state of stress and transaction because of his or her natural ability of expressing emotions to the followers (Yukl, 1989). The leader shows nonverbal expressions that are perceived positively by others. But, human expressiveness of a leader may also increase dependency of followers converting the leader-follower interaction in a manipulative action in which emotions are the main elements used to exploit others to indulge desire for self-aggrandizement.

Three conclusions derive from this study. First, entering master students choosing to become educational leaders possess

identifiable charismatic behaviors and traits. Secondly, there existed no differences on charismatic behaviors and traits by individual gender, job position, and sibling ranks. Thirdly, age was found to influence charismatic behaviors and traits of the individual. The younger the individual the highest his or her charisma potential score. Although, in terms of correlation, it was found that age and charismatic scores were not correlated.

The dialectic between charisma perceived as an extraordinary body of qualities and charisma accepted as individual expressiveness is and will be great source of future investigations. The alternate perspective on charisma as human expressiveness reexamines the construct in a more dynamic, genuine, and accessible context in which more attention is focused on those who perceive themselves as non-charismatic individuals and the affirmation that anyone can develop some charismatic skills and traits.

The scope of this study is small. Its results do not generalize beyond the departmental unit in which it was conducted. Most students in this study entered the Educational Leadership master program exhibiting diverse social and emotional skills which compound their charismatic behaviors and traits. The feelings and social behaviors expressed in these subjects made them ready for the best in educational leadership preparation.

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